

LAKE CAROLINA ELEMENTARY

1151 Kelly Mill Road
Blythewood, SC 29016

GRADES K-5 Elementary School

ENROLLMENT 431 Students

PRINCIPAL Dr. James Ann Lynch 803-714-1300

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
28	12	0	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

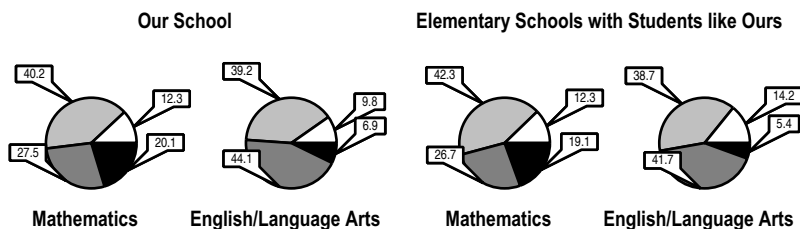
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Excellent	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	68	33
Percent satisfied with learning environment	96.7%	92.6%	93.8%
Percent satisfied with social and physical environment	96.7%	83.8%	87.1%
Percent satisfied with home-school relations	96.6%	89.7%	93.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	231	99.6	9.8	39.2	44.1	6.9	51.0	17.6
Gender								
Male	113	99.1	11.1	44.4	37.4	7.1	44.4	17.6
Female	118	100.0	8.6	34.3	50.5	6.7	57.1	17.6
Racial/Ethnic Group								
White	86	100.0	3.8	32.5	52.5	11.3	63.8	17.6
African-American	132	99.2	14.9	43.0	38.6	3.5	42.1	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	198	99.5	8.4	37.1	46.6	7.9	54.5	17.6
Disabled	33	100.0	19.2	53.8	26.9	N/A	26.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	231	99.6	9.8	39.2	44.1	6.9	51.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	231	99.6	9.8	39.2	44.1	6.9	51.0	17.6
Socio-Economic Status								
Subsidized meals	60	98.3	17.0	47.2	34.0	1.9	35.8	17.6
Full-pay meals	165	100.0	7.3	36.4	47.7	8.6	56.3	17.6

Mathematics								
All students	231	99.6	12.3	40.2	27.5	20.1	47.5	15.5
Gender								
Male	113	99.1	9.1	46.5	21.2	23.2	44.4	15.5
Female	118	100.0	15.2	34.3	33.3	17.1	50.5	15.5
Racial/Ethnic Group								
White	86	100.0	6.3	28.8	28.8	36.3	65.0	15.5
African-American	132	99.2	17.5	47.4	26.3	8.8	35.1	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	198	99.5	9.6	38.2	30.3	21.9	52.2	15.5
Disabled	33	100.0	30.8	53.8	7.7	7.7	15.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	231	99.6	12.3	40.2	27.5	20.1	47.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	231	99.6	12.3	40.2	27.5	20.1	47.5	15.5
Socio-Economic Status								
Subsidized meals	60	98.3	18.9	54.7	20.8	5.7	26.4	15.5
Full-pay meals	165	100.0	9.9	35.1	29.8	25.2	55.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	79	100.0	7.1	32.9	50.0	10.0	60.0
	Grade 4	76	98.7	9.1	30.3	51.5	9.1	60.6
	Grade 5	76	100.0	13.2	54.4	30.9	1.5	32.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	79	100.0	8.6	47.1	27.1	17.1	44.3
	Grade 4	76	98.7	9.1	34.8	24.2	31.8	56.1
	Grade 5	76	100.0	19.1	38.2	30.9	11.8	42.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 431)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	N/A	2.0%	2.4%
Attendance rate	96.6%	N/A	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	31.4%	N/A	28.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.8%	N/A	6.7%	8.0%
Older than usual for grade	N/A	N/A	0.6%	1.1%
Suspended or expelled	0.0%	N/R	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	57.9%	N/A	55.2%	50.0%
Continuing contract teachers	81.6%	N/A	86.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	89.6%	86.2%
Teacher attendance rate	93.9%	N/R	95.7%	95.3%
Average teacher salary	\$39,492	N/A	\$41,667	\$39,909
Prof. development days/teacher	14.3 days	N/R	10.0 days	11.4 days
School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio	17.4 to 1	N/R	20.6 to 1	18.9 to 1
Prime instructional time	89.0%	N/R	91.4%	89.7%
Dollars spent per pupil*	N/A	N/A	\$5,618	\$5,892
Percent spent on teacher salaries*	N/A	N/A	67.7%	66.6%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	83.7%	N/R	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lake Carolina Elementary School opened its doors on August 8, 2002. Located in the heart of one of the fastest growing communities in Northeast Columbia, Lake Carolina welcomed 375 new students and grew to 480 by the close of the academic year. Community building with parents, students, teachers and staff occurred before that historical first day and allowed our school to open with a theme, school colors, mascot, and the decision to be a "uniform dress" school. Our mission statement was developed with input from SIC, PTO, faculty, staff, students, and community, with the official dedication of our school being held on Veteran's Day, November 11, 2002.

Built on a strong character education program, with academic achievement being our number one priority, our MAP scores exceeded the national average in all grade levels. The life skills of cooperation, preparation, and respect are fundamental in preparing our students to be the leaders of tomorrow. Our school pledge and school song stress the importance of working together, respect for each other, and being the "best we can be." The tremendous pride in just our first year of existence is evidenced by PTO fund raising efforts that exceeded \$20,000, strong attendance at family fun nights and Gator Fest, and the tireless efforts of TEAM LCE. School-wide service-learning projects included Share-A-Bear, Space Shuttle Fund, Relay for Life, Diabetes Walk, Jump Rope for Heart, canned food drives, and Pennies for Patients. Students in 4th and 5th grades had the opportunity to participate in extracurricular activities including clubs such as Sports and Fitness, Video, Technology, Science, Student Council, Art, and Chorus. Reading Counts, our school reading incentive program, documented that our students gained 34,647 points and read over 12,391 books. Field studies, including the 5th grade manatee trip to Florida, enhanced the learning opportunities for our students.

With a combined total of over 500 years of teaching experience and five National Board Certified Teachers, our school embraces the concept of lifelong learning through professional development and strives to create a learning atmosphere where ALL students can feel and be successful.

Dr. James Ann Lynch, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.